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HOUSING AND HOME BUILDING

PREVIEW OF AN INTEGRATED UNIT

FOR USE IN JUNIOR AND SENIOR HIGH SCHOOLS

BY

EMORY UNIVERSITY CURRICULUM COMMITTEES

SUMMER SESSION 1935

AND

ATLANTA PUBLIC SCHOOL TEACHERS

REVISED EDITION

BOARD OF EDUCATION
CITY OF ATLANTA
ATLANTA, GEORGIA
1937

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Preview of an integrated unit

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PREFACE

During the school year 1935-36 our theme has been "Building a Better Community". One of the material bases for a better community is a better house. We know that if modern democracy is to survive in the United States we must have better homes. We know that slum areas breed crime and disease and inevitably affect the lives of all of us. As a practical project, we might have every student trace a small scale map of the area in which he lives and indicate how he would change this area in the next twenty-five years by planning new streets, parks or complete new housing projects. Furthermore, each student might well propose certain specific interior or exterior improvements which might be made in his own home.

Let me state that, in passing this material to the various schools, I am in no wise requiring that it shall be used in every school or every classroom. It is simply suggestive and I sincerely trust that the principals and teachers of Atlanta will take these ideas, enlarge upon, and improve them.

The Atlanta Public School System is indebted to Dr. Sterling G. Brinkley, Prof. Richard Bagby, and other members of the 1935 Summer School Faculty of Emory University for their contributions to this unit on Housing and Home Building. Most of the high school units were prepared by the curriculum committees of Emory University. However, chapters have been added by members of the Atlanta Public School System. In every case at the beginning of each division will be found the names of the persons who prepared the material. Suggestions for elementary schools have been prepared by a committee of Atlanta teachers working with Miss Josie Slocumb and Miss Ethel Massengale, Supervisors. The high school and elementary school sections are being bound under different covers. Note also that activities listed in the senior high school section may also be suitable for use in junior high school.

Dr. Harold H. Bixler has directed the organization and editing, and has added to the bibliographies references that have appeared in recent months.

We are also indebted to the Works Progress Administration, Project No. 1741, financed by the Federal Government, for clerical assistance in typing, stenciling and binding the material.

Willis A. Sutton,
Superintendent of Schools,
Atlanta, Georgia.

HOME BUILDING

AN INTEGRATED UNIT PREPARED FOR USE IN SENIOR HIGH SCHOOL

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FOREWORD TO THE UNIT OF HOME BUILDING

This one big unit on Home Building is made up of seven sub-units which may be used as a combined unit or as seven distinct units. However, it is the hope of those who have constructed this unit that it be used as one big comprehensive unit. This could be worked out by the principal and his teachers.

The unit offers an excellent opportunity to magnify the importance of the home. If society is to move upward, its progress will be through the avenue of the home; hence the necessity of interpreting and evaluating the home as an important agency in the growth and development of the individual and the group.

With these principles in mind, we present this unit as an attempt to organize activities which boys and girls may have an opportunity to live through and thereby acquire the experiences which are so valuable for them to have.

Senior High Committees

Social Studies: Mrs. Zenith Jameson, J. D. Roan, H. L. Watkins, and Jas. P. Barron.

Health Education: Miss Daisy F. Smith, Miss Clara Lee Cone, J. D. Sewell, W. H. Powell, and W. T. Burt.

Adult Education: Mrs. R. L. Patrick, Miss Myrtle B. Durham and Paul D. West.

Beautifying the Home and the Grounds: Miss Clara Lee Cone.

Mathematics: Miss Mary Gray, Miss Louise Weill, Fred Ayers, and L. H. Battle.

Commerce: B. B. Fuller, A. C. Dickey, Jr., and Austin L. Lacey.

Science: Miss Nell L. Newman, Miss Vaidee Guerrey, Leonard L. Young, and G. Neal Thomas.

English: Miss Allene Christ, Miss Ernestine Dempsey, J. B. Green, Jr., G. L. Keith, Austin L. Lacey, and Henry O. Read.

Junior High Committee

J. D. Sewell.

Committee for Revision of Unit

Mrs. S. L. Austin, Mrs. J. Flynn Johnston, Mrs. G. C. McWhirter, Miss Mary Doyle Fincher, Miss Ruth Whatley, Miss Luella Rowse, Miss Clara Lee Cone.

HOME BUILDING

ORIGIN, DEVELOPMENT, AND MEANING OF HOME LIFE

Social Studies Committee: Mrs. Zenith Jameson, J. D. Roan, H. L. Watkins, and James P. Barron, Chairman.

Title

An Attempt to Appreciate the Origin, Development, and Meaning of Home Life.

Aims

To develop an understanding and appreciation of family life through a knowledge of the origin and development of family life.

To develop an attitude of cooperative endeavor in children as members of the family through giving them a broader understanding of the family relationships and responsibilities.

To create a wholesome attitude on the part of the pupils in regard to preparation for and the assumption of these responsibilities.

Type

An appreciation unit involving the use of subject matter.

Time and Level

About three weeks in the eleventh or twelfth grades.

Introduction or Overview

The school has given too little emphasis to the art and science of home building, one of the most important phases of life. Pupils are prepared for many activities of life, but are sometimes left in the establishment of a home and the rearing of children to succeed or fail through the trial or error method. We want in this unit to try to help pupils understand more fully the problems of family life and to appreciate its challenging opportunities and responsibilities. In this manner they will be prepared to assume the relationship intelligently, and thus be given a better chance to success.

It is the desire of the Social Sciences to develop attitudes rather than knowledges. Knowledges, however, may be used in helping the pupils to self direction resulting in changed and idealized attitudes and desires. Most of the activities should take place in the home. The class room should serve as a dynamo where the pupils are inspired, and as an outlet where they can express their changing ideas on home building. Problems may be discussed impartially, ideals and goals set up, and necessary knowledges of past and present home making acquired. Care and tact should be exercised by the teacher, in steering a middle course in which the art of home building be kept in a real life situation with all its problems met courageously, and at the same time prevent the too personal method of approach from creating destructive controversy and needless misunderstanding.

Our approach to the problem lies in an understanding of the following four phases of home development:

1. How Home Life Has Developed from the Savage State to Its Present Form.
2. The Manner and Methods by Which Man Has Built a Dwelling for His Family.
3. Home Relationships.
4. The Transitions in Home Life.

Our teaching procedures will lie in the development of each of these topics through class discussions and reports in the class from individuals and committees.

Pupil Interests

The way in which people have lived in past ages.
 His own relationships in his family.
 The family relationships in the community.
 His own prospects of establishing a home.
 His interests in members of the opposite sex.
 His desire to understand the fundamental facts of life.

Pupil Activities

Read suggested references in bibliography.
 Write to a Bureau of Family Relationships for Information.
 Make a survey of the sizes and types of homes in the blocks adjoining the one in which the pupil lives.
 Select and analyze, without naming, one of the most successful families with which the pupil is acquainted.
 Interview a minister or another leading citizen for criteria on success in family life.
 List types of architecture used in building the homes of the city.
 Have pupils select types of homes which they prefer.
 Have a committee report on the effects of climate on types of dwellings.
 Exhibit models of pioneer and modern homes.
 Exhibit pictures of homes in other lands brought in by pupils.
 Compare furnishings of primitive, pioneer, and modern homes.
 Have pupils prepare lists and bring in illustrations of equipment designed for use in modern homes.

Teaching Procedures

1. How Home Life Has Developed as an Institution.
 - A. How the cave man, the savage, the pioneer, and modern man created their homes.
 - a. The selection of his mate. Marriage.
 - b. Providing the necessities of life. Earning a Living. Use of tools, etc.
 - c. Protection of his family. Health and other phases of protection.
 - d. Training the children of the family. Education.
2. The Manner and Methods by Which Man Has Built a Dwelling for His Family.
 - A. Why man needed a dwelling.
 - a. Protection from the elements.
 - b. Protection from wild beasts.
 - c. Protection from enemies.

- B. The evolution of the dwelling.
 - a. Use of a cave.
 - b. Tents or huts.
 - c. Pioneer cabins.
 - d. Modern dwellings.
- C. The effects of climatic conditions on the types of dwellings.
 - a. Conditions in a tropical climate.
 - b. Conditions in a temperate climate.
 - c. Conditions in a cold climate.
- D. Man's need for furniture to meet his physical and esthetic needs.
 - a. Comparison of needs of savage, pioneer, and modern man.
 - b. Relationship of the family income in meeting these needs.
- E. Efforts of U.S. Government to promote Home Ownership through F.H.A. and H.O.L.C.

3. Home Relationships and Responsibilities.

- A. Marriage - the basis of the modern family.
 - a. Marriage as a social and religious institution. Its legal aspects.
 - b. Marriage as a cooperative endeavor.
 - 1. Preparation for Marriage.
 - a. Education and the ability to provide for a family.
 - b. Knowledge of the fundamental principles of sex and reproduction from the impersonal, biological point of view.
 - 2. Adjustment of personalities.
 - c. Children in the home.
 - 1. Cost of rearing a child.
 - 2. Parent responsibilities in rearing children.
 - 3. Contributions of children to home life.
- B. Meeting and solving family problems.
 - a. The financial problem:
 - 1. The importance of budgeting in family financing.
 - 2. The need for savings.
 - 3. Necessity for cooperation of all members of the family.
 - b. The religious problem.
 - c. The problem of education and culture.
 - d. The problem of recreation.
- C. Forces which disrupt the home.
 - a. Poor or weak character traits:
 - 1. Selfishness.
 - 2. Lack of Self control.
 - b. Divorce and its effect on the family.
 - 1. Causes of divorce.
 - 2. Effects on children.
- D. Forces which build the home.
 - a. Good character and unselfishness.
 - b. Self control and cooperation.
 - c. Good health of the individual members of family.
 - d. Knowledge of correct basis of family relationships.
 - e. Ability to provide for the financial needs of the family.
 - f. Ownership of a home.

4. The Transitions in Home Life.

- A. The changing family law from the old patriarchal idea to that of a democratic endeavor.
- B. The changing status of women in the home.
- C. A realization of the need of adequate child training and guidance in the light of present child needs.
- D. The weakening of family ties as the home grows more and more to be an inter-dependent unit in the social order.
- E. The increasing frequency of divorce and the unstable and insecure home conditions it engenders.
- F. Growing interests outside of the home.
- G. Home entertainment and recreation supplanted by commercialized amusements.
- H. The effect of woman's entrance into industry upon the home and upon society.
- I. Home education increasingly transferred to the school.
- J. The effect of the machine age on home produced goods.
- K. Changed housing conditions leading to combined living quarters for more than one family.
- L. Increase in leisure time in the home due to modern improvements and shorter working hours.
- M. Increasing need for intelligent home planning.
- N. The function of the school in the development of worthy home membership.
- O. The changing types of goods needed in home consumption.
- P. Adjustments needed to protect and maintain good health under changed home conditions.

Evaluation of the Unit

Confer with parents to learn of any change in attitudes on part of individual pupils in regard to their home life.

Attempt to determine attitudes towards homes by individual conferences with pupils.

Try to determine any change in attitudes of individual pupils in regard to seriousness of purpose in life.

Leads to other Units

A study of Community Life, Religion, Recreation, Education, Vocations.

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SENIOR HIGH SCHOOL
TWELFTH GRADE

Title:

Living in the Family Group

Type of Unit:

Appreciation unit based on centers of Interest

General Aims:

To develop greater appreciation of the various factors that contribute to a happy home life.

To promote increased desire to cooperate in making home life satisfying.

Specific Aims-To help students to develop:

1. Greater appreciation of a satisfying home life as a means of promoting one's feeling of security and of developing one's individuality.
2. Greater appreciation of privileges and responsibilities of being a member of a family group.
3. Increased desire and ability to establish and maintain satisfying relationships with others, both within and outside the family group.
4. Better understanding of personality traits that are essential to greatest satisfaction for oneself and to satisfactory relationship with others.
5. Greater realization of how attitudes and activities of one member of the family influence other members.
6. Better understanding of the preparation and effort necessary for successful family life.
7. Better understanding of the American ideals of marriage; of factors that promote and hinder success in marriage.
8. Greater appreciation of the need for stability in family life.
9. Better understanding of ways of solving certain economic and social problems arising in family life.
10. Greater appreciation of the home as a center of recreation.
11. Greater appreciation of the need and importance of leisure for the individual and the family.
12. Greater appreciation of the home as a source of spiritual development.
13. Better understanding of the interdependence of the family and community.

14. Greater appreciation of the responsibility of the individual in promoting high community standards.
15. Increased desire and ability to participate intelligently in community activities.
16. Better understanding of factors that should guide in the choice of friends; of factors that should guide in the choice of a life partner.

Pupil Interest:

- Interest in own family and in families of friends.
- Interest in home to be established in the future.
- Interest in making and holding friends of both sexes.
- Interest in developing an attractive personality.
- Interest in participation in community activities.

Introduction:

In studying the history of man from early times to the present we find that much of this interest has centered in his family life. The higher the state of his civilization the greater is the emphasis that has been placed on his family life. A satisfying home seems to be essential to his personal happiness and to his highest achievement. Because of this importance let us consider what it means to have a satisfying family life and how a satisfying family life can be realized.

Suggested

Activities and Teaching Precedures:

1. From observation and reading of stories and of books of fiction make a list of characteristics that are essential to satisfying home life. Discuss reasons for the importance of each.
2. Describe and analyze a home that has a satisfying type of family life.
3. Make a list of privileges which one enjoys as a member of a family group. Make a list of responsibilities.
4. Classify your daily activities according to those done for self and according to those done by self for others.
5. Set up some standards for "getting along with others".
6. Select a character whom you admire and name personality traits that are the basis of your admiration.
7. Prepare a chart that can be used as a guide for evaluating one's personality traits.
8. Make a plan for developing desirable personality traits and for eliminating undesirable ones.
9. Write a paper showing the influence of one member of the family group on other members.
10. Observe a family of your acquaintance to learn the plan of work for each member. Consider adjustments necessary for a more satisfactory plan of work.
11. Make a study of changes that have taken place in American family life since pioneer days. Discuss the desirability of these changes.
12. Contrast the American ideal of marriage with those in some other country. List and discuss some factors that promote success in marriage; factors that hinder a success in marriage.
13. Analyze a moving picture for ideals of marriage and family life. Classify the ideals portrayed as desirable or undesirable.
14. Have an outside speaker discuss the need for making a success of family life, and the preparation and effort essential to success.
15. Consult reference books for the divorce situation in the U.S. at the present time. Find out some reasons for the increased number of divorces; some suggestions that have been made for decreasing the number.
16. Consult a business man in regard to the need for a budget in the operation of his business. Discuss the desirability of a family budget with a homemaker who uses the budget plan in the operation of her home.

17. Using a table giving a suggested apportionment of varying income, compare percentages allowed for different items.
18. Discuss various plans that would insure the future financial security of the family.
19. Discuss the effects of child labor on the child and on the family. Find out reasons for the use of child labor; the provisions and the present status of the child labor amendment to the Constitution.
20. Plan an evening of recreation in the home with each member of the family participating.
21. Make a plan for a satisfying and worth while use of leisure time in one's summer vacation.
22. Make a list of ideals that would guide in the spiritual development of the members of the family group. Discuss the contributions of the home and the church to this phase of development.
23. Contrast the independence of colonial homes with the interdependence of modern homes.
24. Bring to class a quotation showing the place of the home in community life.
25. Select a community institution of activity and show its influence on the home.
26. List three homes that you think are making worthy contributions to society. Explain the nature of these contributions. Discuss the undesirable influences of some homes in the community.
27. List various contributions that the high school girl or boy can make to the community.
28. Discuss some reasons why you have chosen your best friend. List characteristics which should influence one in the choice of girl friends; of boy friends. Suggest qualifications that you would desire in a life partner.
29. Make a poster that would show an ideal of family life which seems essential to you.
30. Write a playlet emphasizing desirable family relationships.

Means of Evaluating Unit

Increased interest in improving personality traits.
 Greater desire and ability to contribute to a satisfying family life; to contribute to the welfare of the community life.

Written reports on personal values received from course.

Leads to Other Units

Unit in personality development
 Unit on child development
 Unit on housing in relation to a satisfying home life.
 Unit on laws relating to family life.
 Unit on home management
 Unit on family finances

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A Son of the Middle Border

Barrie, James M.: Margaret Ogilvey

Ferber, Edna: Cimarron

MAGAZINES

Forecast

Journal of Home Economics

Practical Home Economics

SENIOR HIGH SCHOOL
ELEVENTH GRADETitle:

Housing in Relation to Home Life

Type of Unit:

Experience based on centers of interest.

General Aims:

To develop greater appreciation of various factors contributing to healthful, convenient, and attractive homes.

To stimulate greater desire to improve their own housing conditions.

Specific Aims To Help Students to Develop:

1. Better understanding of the relationship of proper housing to the individual, to the family, and to the community.
2. Greater appreciation of the value of home ownership and better understanding of methods of financing the purchase of a home.
3. Better understanding of the cost of a home in relation to the total income.
4. Greater appreciation of organized effort to provide low-cost housing of high standard.
5. Better understanding of conditions that should lead to the renting of houses and apartments.
6. Better understanding of the various factors that relate to the wise location for the home.
7. Better understanding of types of home architecture frequently used and of factors influencing the choice of type.
8. Better understanding of types of building materials used and of the relative values of each.
9. Better understanding of the relationship of the interior to the exterior of the home.
10. Greater appreciation of the importance of planning the interior of the home from the standpoints of comfort, convenience, and good taste.
11. Better understanding of individual needs and desires of family groups.
12. Better understanding of factors that affect building costs.
13. Increased ability to evaluate floor plans for a home.
14. Better understanding of the requirements for heating, cooking, lighting, and plumbing systems for the home.

15. Better understanding of the choice of interior finishes for the home from standpoints of use and beauty.
16. Better understanding of factors that should guide one in selecting and arranging furnishings for the home.
17. Increased ability to exercise taste and judgment in selecting and arranging furnishings for a room.
18. Better understanding of styles of landscaping suitable for various sites and types of houses.
19. Increased ability and desire to make improvement in home grounds.

Pupil Interests:

- Interest in beautiful homes of community.
- Interest in housing problems of family and friends.
- Interest in government housing projects.

Introduction:

There has never been a time in the history of our country when more attention has been given to problems of housing than at the present time. Government and local organizations are uniting their efforts to make home ownership possible and to make adequate housing available to people of moderate and low incomes. Probably the primary reason for the tremendous interest in housing is the relationship of proper housing to good citizenship. Studies made in many cities have shown that there is very direct relationship. A study of some of the problems of housing should help us to understand the influence of housing on home and community life.

Suggested

Activities and Teaching Procedures:

1. Have a class discussion of the relationship of housing to the individual, to the family, and to the community.
Continue to study this question throughout the unit.
2. Make a comparison of the status of home ownership in Georgia with that in other states.
3. Consult several home owners in regard to the values of home ownership. Have a class discussion of additional values.
4. Consult two or three people who rent their homes in regard to the advantages and disadvantages of renting.
5. Find out standards that may be used as a guide for deciding the amount of money to be used for a home.
6. Compare the advantages of various methods of financing the purchase of a home.
7. Have an outside speaker discuss building restrictions in your city.
8. List outstanding factors that should be considered in the selection of a site for a home.

9. Make a list of types of building materials used for houses. Decide which are suitable for your community. Consider each from standpoint of health, beauty, and cost.
10. Plan a tour of your city to observe the various types of architecture used in the building of homes. Analyze each type from standpoint of distinguishing characteristics, beauty, and suitability to surroundings.
11. Make a collection of interesting floor plans for homes of moderate cost and discuss their possibilities for use.
12. Construct original floor plans and have an exhibit of same.
13. Visit display rooms of outstanding plumbing companies and compare the various types and finishes of equipment.
14. Have illustrated lecture on correct lighting for the home with demonstration of the light meter.
15. Collect illustrations of beautifully and correctly lighted rooms and analyze each.
16. Have an expert talk on the air conditioning of the modern home.
17. Consider various ways of finishing walls, woodwork, and floors. Decide on best methods from standpoint of sanitation, comfort, and good taste.
18. Set up standards that should guide in the choice of furniture, draperies, curtains, rugs, and pictures for the home.
19. Make drawings to show proper arrangement of furniture in a room, window treatments with curtains and draperies, and hanging of pictures.
20. Visit exhibit rooms in stores to observe principles followed in the selection and arrangement of furnishings.
21. Visit homes which are opened to the public. Observe arrangement of rooms, finishes for walls and floors, and selection and arrangement of furnishings.
22. Collect samples of materials and arrange miniature rooms to show application of principles learned.
23. Plan a visit to interesting gardens and note various types of landscaping.
24. Collect illustrations of beautifully arranged yards and gardens.
25. Make a list of simple rules that should guide in the planning of informal yards and gardens.

26. Cooperate with your own family is the beautification of surroundings.

27. Visit low-cost housing projects in community to observe application of all principles learned in this course.

Evaluation of Unit:

Increased interest in homes of the community

Increased interest in their own homes.

Increased awareness of illustrative materials in magazines

Increased participation in projects sponsored by organizations interested in better houses and better homes.

Leads to Other Units:

Unit on home management

Unit on family finance

Unit on family relationships

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American Home
Better Homes and Gardens
Good Housekeeping

Pamphlet published by U. S. Department of Commerce
Furniture--Its Selection and Use

Bulletins Published by Better Homes in America,
Lafayette, Indiana

Financial Aspects of Home Ownership
Bed Room Closets
Window Curtains
Thermal Insulation of Houses
Back-Yard Playgrounds
Pictures--How to select Them
Pictures--How to Frame and Hang Them
Walls and Wall Treatments

Bulletins Published by Federal Housing Administration,
Washington, D. C.

National Housing Act
How You Can Own Your Home
Housing Renovation and Modernization
Farm Property Improvement

BUILDING A HEALTHFUL HOME

Health Education Committee: Miss Daisy Frances Smith, Miss Clara Lee Cone, J. D. Sewell, W. H. Powell, and W. T. Burt, Chairman.

Adult Education Committee: Mrs. R. L. Patrick, Paul D. West, and Miss Myrtle Belle Durham, Chairman.

Title

Building a Healthful Home.

Type of Unit

Experience unit based on centers of interest. Integrated unit for tenth or eleventh grade.

Introduction

The home today, as in the past, fills the corner stone position in our civilization. Good government depends largely on the type of individuals developed in the home. Many changes have resulted in home life, due to the complexity of modern times, yet we find the home of today governing largely the standards of civilization. Many features of the home have been adapted to provide better health for the individual, to the extent, that in the average home there is found ample provision for the comfort of its members. Many of the furnishings of the modern home have formerly been considered too costly, but the majority of people now realize that it is false economy to omit any thing from the home that is a safeguard to the well being of the family.

General Aims

1. To develop an understanding of the relation that exists between health education and the maintenance of proper home relationships.
2. To develop ability in improving the various factors which contribute to the health of the home.

Specific Aims

1. To develop an understanding and appreciation of the proper standards of lighting, heating, and ventilation affecting the health of the individuals in the home.
2. To develop an understanding of the requirements for proper sanitary facilities and to develop an appreciation of the relationship between sanitation and health.
3. To help students to appreciate health as a factor for consideration in the decoration of the home and the planning of the grounds.
4. To help students to understand factors which influence our food supply; to choose intelligently the proper foods for the nutrition of the body; and to care for food in the home in a sanitary way.
5. To develop a sense of responsibility based on a knowledge of methods of preventing accidents and disease in the home.
6. To guide the student in setting up for himself some reasonable bases for judging what is wise use of leisure time in a well balanced scheme of life.

7. To develop a better understanding and companionship between the high school pupil and his parents; a better relationship between home and school; and a greater appreciation of the normal development of younger children in the student's home.

Interests

1. Interest in own home and in other homes in community.
2. Interest in local markets and farms as sources of food.
3. Interest in methods of preserving and preparing wholesome and appetizing foods.
4. Interest in maintaining freedom from disease and in preventing accidents.
5. Love of Play.
6. Curiosity as to what others do with their leisure time.

Activities and Procedure

Aim 1:

1. Study of classroom and rearrangement of desks in order to secure better natural lighting.
2. Study of individual homes:
 - a. Pupil to make survey of his home as to natural lighting.
 - b. Arrangement of lamps in home to give correct artificial lighting.
3. Demonstration-lecture on lighting in relation to effect on health.
4. Motion picture showing development of artificial lighting.
(Picture may be secured from Ga. Power Co.)
5. The working out of home-inspection blanks by pupils and asking of such questions as:
 - a. How is your house heated?
 - b. Are floors under stoves protected by metal or otherwise?
 - c. Are walls, ceilings, and partitions protected from overheating of stoves, furnaces and pipes?
 - d. How do you dispose of your ashes?
 - e. Are the chimneys in good repair?
 - f. Do stove pipes pass through attic or closets?
 - g. Do you use a gasoline or kerosene stove for any purpose?
 - h. Are any gas connections made with rubber tubing?
6. Gathering of materials regarding value of fresh air and sunshine.
7. Studying treatment of tuberculosis and other diseases. (Note sunshine and fresh air treatment.)

Aim 2:

8. Making a survey of the sanitary department of the community; visiting the water department, health department, and disposal plant.

Aim 3.

9. Collecting pictures showing pleasing use of color in home decoration; at the same time considering the relationship of color to mental hygiene.
10. Ascertaining from reference books some of the principles that should guide in the selection of household furnishings. Showing the relationship of health and attractiveness in the selection and use of several types of furnishings.
11. Visiting some attractive home grounds in the city, and observing arrangement of flowers, trees, and shrubs. Observing possible breeding places for mosquitoes and flies.

Aim 4:

Home Sr.17.

12. Having a committee visit local stores and markets and reporting on methods of keeping food.
13. Having pupils investigate home methods of keeping foods in proper condition and asking them to suggest improvements.
14. Listing six sources of each of the following foodstuffs:
 - a. Proteins
 - b. Fats
 - c. Carbohydrates
 - d. Water
 - e. Mineral Matter
 - f. Vitamins
15. Bringing to class advertisements of specific food values in foods and investigating the truthfulness of these advertisements.
16. Preparing an exhibit of foods to show a comparison of caloric values.
17. Setting up standards for well planned menus and planning menus for a specific person or group. Preparing some of these menus.
18. Setting up standards for a day's diet for a high school girl; for a high school boy. Exhibiting a day's diet meeting those requirements.

Aim 5:

19. Listing eight communicable diseases; eight non-communicable diseases. Discussing the causes and possible methods of preventing each.
20. Investigating by means of petri dishes some of the places where bacteria are found.
21. Investigating methods of immunization against communicable diseases.
22. Demonstrating methods of first aid in the following emergencies:
 - a. Cuts
 - b. Insect bites
 - c. Burns
 - d. Sprained ankle
 - e. Fainting
23. Demonstrating, from the standpoint of accident prevention, the care of gas stoves, electrical appliances, electric wiring, cleaning fluids, etc.
24. Collecting articles needed for a first aid kit.
25. Making a plan for the contents of a home medicine cabinet.
26. Reporting on the contributions of some well known scientists in the field of health.

Aim 6:

27. A tabulation of how every member of the class spends all his day, over a period of a week; and especially of how he spends his leisure time.
28. Making of a set of "guides" for the wise use of leisure.

Aim 7:

29. Having mother and daughter dinners; father and son dinners.
30. Planning visiting-day for parents in school.
31. Planning student-parent athletic day.
32. Presenting to parent-teacher associations programs showing appreciation of home and parents.
33. Observing children in nursery schools, kindergartens, and other institutions to determine indications of normal and abnormal development.
34. Assisting in the home activities by caring for a small child for a period of time. (What problems arose in connection with the care of the child and how did you meet the situations?)

Other Activities

1. Having oral or written reports on some or all of the following topics:

- a. Relation of food to the maintenance of body health.
 - b. The requirements for a well balanced diet.
 - c. Dietary-deficiency diseases.
 - d. Factors promoting good digestion.
 - e. Health considerations in the preparation of food.
2. Preparing a tray suitable for a sick person.
 3. Planning and preparing a day's diet for a small child.

Evaluation

1. Interest taken in health of homes in community.
2. Interest in making own home more attractive and healthful.
3. Interest of group in improvement of sanitary conditions.
4. Interest in new sports and other recreational activities.
5. Perhaps, for comparison, a tabulation, toward the end of school, of the use of leisure time by the class.

Leads to New Units

Work in this unit will very likely arouse interest in family relations in the past and present; the part transportation plays in food supply; food sources and markets.

It would be an easy transition from this unit to a topic such as (1) the tracing of the use of leisure from colonial days to the present, in the U.S. or (2) a comparison of the recreational interests of other countries and ours; or the working out of an athletic program of sports in which an individual could participate through the various seasons of the year.

Other possible units are:

Short unit on vocations for men and women in the field of interior decoration and landscape architecture.

More detailed unit for girls in the field of home decoration.

Unit on gardens of unusual interest in state.

Unit on pictures suitable for the home.

Unit on the relationships of the members of the family to each other and to other members of the community.

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 Frankl. Machine Made Leisure.
 Goldstein. Art in Everyday Life.
 Gray. House and Home.
 Greenbie. The Art of Leisure.
 Greer. Foods and Homemaking.
 Harap. The Education of the Consumer.
 Halbert. Better Homes Manual.
 Harris and Lacey. Everyday Foods.
 Hughes. Civic Training. pp. 89-92.
 Mitchell. Problems of Increasing Leisure.
 Overstreet. A Guide to Civilized Loafing.
 Pack. The Challenge of Leisure.
 Pieper and Beauchamp. Everyday Problems in Biology. Unit II.
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 Rose. Feeding the Family.
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 Smallwood, Reveley, and Bailey. New Biology. Chap. 32.
 Weinberg. Color in Everyday Life.
 Willard and Gillett. Dietetics for High Schools.
 Winslow and Hahn. The New Healthy Living. Book II, Chap. V,VI.

Other Material

- Parent Magazine.
Hygeia Magazine. (Published by American Medical Association)
 Any standard health book.

BEAUTIFYING THE HOME AND THE GROUNDS

Author: Clara Lee Cone

Title

Beautifying the Home and Grounds. (Special emphasis on health)

Type of Unit

Experience based on center of interest.

General Aims

1. To develop appreciation of the contributions of an attractive home to the family and the community.
2. To promote a better understanding of the relationship of health to the furnishing and decorating of the home and the planning of the grounds.

Specific Aims

1. To promote a better understanding of the principles guiding the wise use of color in the home and on the grounds.
2. To develop some appreciation of the effects of color on the mental health of the individuals in the home.
3. To promote a better understanding of the principles of good taste in home furnishings.
4. To develop some appreciation of health as a factor for consideration in the selection of home furnishings.
5. To promote a better understanding of the principles of landscape architecture.
6. To develop some appreciation of health as a factor for consideration in the planning of the home grounds.
7. To develop an attitude of cooperation in efforts to make the home attractive and healthful.

Pupil Interests

Interest in own home and in other homes in community.
Interest in trees, shrubs, flowers, etc.
Interest in color and design in everyday life.

Introduction

The attractiveness of a community depends upon the attractiveness of its homes. Every one is proud of an attractive community and every one is proud of an attractive home. All of us cannot live in beautiful homes, but the very simplest homes can be made attractive if the principles of good taste are applied. Let us consider some of the principles of good taste that should be used in the furnishing and decorating of a home and in the planning and planting of the grounds. Let us also consider health in its relations to the beautifying of the home and grounds.

Activities

1. Collect pictures showing pleasing use of color in home decoration. At the same time consider the relationship of color to mental hygiene.
2. Ascertain from reference books some of the principles of good taste that should guide in the selection and arrangement of household furnishings. Show the relationship of health and attractiveness in the selection and use of several types of furnishings.
3. Make a floor plan showing arrangement of furnishings in a room in relation to good taste and health.
4. Plan the equipment for a home kitchen according to the principles of good taste and health.
5. Visit some attractive home grounds in the community and observe arrangement of flowers, trees, and shrubs. Observe possible breeding places for mosquitoes and flies; possible obstruction of air and sunshine from house by plantings.
6. Draw a plan for the grounds of a home showing an arrangement meeting the requirements of good taste and health.
7. Invite an interior decorator or a landscape architect to speak to class.
8. Investigate methods of eliminating breeding places for flies and mosquitoes.

Teaching Procedures

1. Observations and investigations by students as suggested in list of activities.
2. Oral and written reports by students.
3. Group discussion to clarify and illustrate principles.
4. Talk by a specialist in the field of interior decoration or landscape architecture.

Facts for Good Results

1. Making the home attractive.
 - a. The correct use of color includes pleasing combinations of color, use of restful colors, and suitability of the colors chosen to the type and exposure of room.
 - b. Good design in home furnishings depends on comfort, simplicity, and the application of the principles of balance, proportion, unity, center of interest, and rhythm.
 - c. The correct use of line in home furnishings means conformity to the structural lines of a room, emphasis on vertical lines to secure an impression of height, and emphasis on horizontal lines to make high points appear lower.
 - d. The proper grouping of furniture depends on use and on attractiveness.
2. Making the grounds attractive.
 - a. Informal gardening is the type best suited to the small house with small grounds; it is the style in which the grounds are planned to conform to nature.
 - b. Some of the fundamental principles of informal landscape gardening are:
 - (a) Center of interest with well balanced spaces.
 - (b) Open spaces for lawn.
 - (c) Shrubs at foundation of house.
 - (d) Shrubs always in groups, never scattered over grounds.
 - (e) Trees never in straight lines.
 - (f) Walks and driveways with long graceful curves.

- (g) Flowers in irregularly shaped masses along side of yard or in front of shrubbery.
3. Health considerations in making the home and grounds attractive.
- Colors affect the mental health of individuals in the home; since certain colors have a depressing effect, certain colors an exhilarating effect, and certain colors a restful effect.
 - Furniture must be comfortable and easily cleaned in order to be healthful.
 - Heavy draperies, although beautiful in design, are unsuitable if they exclude too much air and sunshine.
 - Pieces of brack-a-brack, although beautiful, are unsuitable to use in large quantities because they are dust collectors.
 - Grounds, although beautiful, are undesirable if there are places for stagnant water and if there are plantings which exclude much light and air from house.
 - Breeding places for insects must be eliminated if the home and grounds are to be healthful and attractive.

Means of Evaluating Unit

- Increased interest in homes of community.
- Increased interest in making own home more attractive and healthful.
- Objective test to show understanding of, and ability to use, principles learned.

Leads to Other Units

- Short unit on vocations for men and women in the field of interior decoration and landscape architecture.
- More detailed unit for girls in the field of interior decoration.
- Unit on gardens of unusual interest in state.
- Unit on pictures suitable for the home.

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Lippincott, 1935
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University of Chicago Press 1931
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The Macmillan Co. 1924
- Moore, Bernice: People and Art
Allyn and Bacon 1932
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John Wiley and Sons 1935
- Shultz: Making Homes
D. Appleton Co. 1931
- Trilling, Mabel and Williams, Florence: Art in Home and Clothing
Lippincott, 1936
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Harcourt, Brace, and Co. 1933

THE MATHEMATICS INVOLVED IN HOME BUILDING

Mathematics Committee: Fred Ayers, Mary Gray, Louise Weill, and L. H. Battle, Chairman.

Title

The Mathematics Involved in Home Building.

Type of Unit

Experience unit based on center of interest. Integrated unit for tenth or eleventh grade.

Time: 4 weeks.

General Aims

1. To acquire a better understanding of the concepts, processes, procedures, and principles learned in arithmetic, algebra, and geometry so that the pupil may employ these in practical ways.
2. To instruct pupils in use of mathematics in commerce, science, and industry.
3. To teach appreciation of the contribution of geometric forms to beauty of forms in art, nature, industry, and architecture.
4. To teach the use of numbers and methods of calculations in quantitative thinking.

Specific Aims

1. To show value of home ownership.
2. To show how to plan family budgets on limited incomes.
3. To show how to borrow money and make wise investments in connection with the actual building.
4. To calculate the maintenance of the home.
5. To show the need of saving some amount for wise investments.

Introduction and Overview

The importance of home ownership is shown in the present widespread interest of our Federal Government in this movement as characterized in the HOLC organization. This agency has been given immense sums of money to induce the purchase of homes and to encourage the preservation of homes by citizens of limited means. How can the family of limited means spend its income most wisely in making a home? The security of ownership rests on proper financing. Estimates of cost will be computed from the purchase of the site to the furnishing of the home with mechanical labor-saving devices to insure the best expenditure of money. The ideal home with love of beauty and self expression in its planning will make for happiness and contentment.

Student Activities and Teaching Procedures

Selection and purchase of a building lot.
Surveying the lot.
Plans for the building (floor plans, elevations, roof).
Topographical map of lot (contour plotting).
Landscaping (map showing what is planned as to shrubbery and location of same).
Making a bill of lumber, brick, lime, and other building material.
Figuring cost of materials.
Making payrolls and figuring cost of labor.
Graphs showing per cent of cost for different items. Calculations of this percentage.
Draw a plan for placing the furniture in the home.
Insuring the house and furniture. Study types of insurance and costs of same.
Financing the building. Study of mortgages. Study of the amortization plan of financing.
Making a budget for the family.
Make a plan for lighting the home and figure the cost of wiring so as to best light the home. Draw a diagram of the wiring system in the home. Study the geometric designs of homes in past history.
Study modern designs of homes.
Lay off a tennis court on the 3-4-5 plan.
Learn formulas for making concrete.
Learn formulas for figuring interest.

Evaluating the Work of the Unit

1. Students should be able to apply the mathematics learned in actual life situations. So often pupils are taught the mathematics of a text book and are not able to work the same problems when they meet them in actual life situations.
2. Many problems which one will find in actual life situations should be given - this would be the best test of the work attempted in this unit.
3. Another test of the worth of this unit is the interest the pupils show in such practical problems as go in the building and maintenance of the home.
4. Are the pupils interested to the extent that they go out and find work to engage in which involves mathematics.
5. There are certain tests that may be given to show the worth of the unit. The work included in such tests should not be impractical textbook problems but should be actual problems that one might expect to find in an actual life situation.

Leads to Other Units

The activities listed in this unit cover so many branches of mathematics that many leads to units in arithmetic, algebra, and geometry present themselves. For example, a unit may be made dealing with one of the following topics: (1) The formula in the kitchen; (2) Surveying.

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and Bacon.

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Allyn and Bacon.

Edgerton and Carpenter. New Elementary Algebra. Allyn and Bacon.

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Welchons and Krickenberg. Plane Geometry. Ginn.

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Wells and Hart. Progressive Plane Geometry. D. C. Heath.

Other Material

The Journal of the N.E.A. Vol. 24, No. 8, p. 289,290,293-4.
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FHA organization. U.S. Information Service, Washington, D.C.

HOW LAW AND SELLING AFFECT THE HOME

Commercial committee: B. B. Fuller, A. C. Dickey, Jr., and Austin L. Lacey, Chairman.

Title

How Law and Selling Affect the Home.

Type of Unit

Experience Unit for last year Senior High.

Aims

1. To give an understanding of the legal rights and responsibilities involved in the home.
2. To give an understanding of the services rendered and the harm which may be done to the home through the forces of selling.

Introduction

There is probably no field of knowledge so little known or of more importance to the home-owner than that of law and its relation to his security and comfort. There is a vital need for the ability to buy intelligently and to be able to distinguish between real service and bunk. This unit attempts to bring a general knowledge of these to the student, not attempting to make a lawyer or a salesman of him, but to provide him with such knowledge as will aid him in his search for security and happiness through the home.

General Activity

1. Acquiring a lot and constructing and furnishing a home.
 - a. Lot
 - b. Architect
 - c. Contractors (for work only)
 - d. Salesmen (supplies for construction)
 - e. Furnishing home
 - f. Taxes and assessments

Specific Activities

Select a site and set up committee to trace title through the county tax office or a Title and Guaranty Company.

Appoint committees to investigate the legal aspects with respect to the architect. Visits to both architects and lawyers may be made and articles may be read by this committee.

Arrange for committee to investigate governmental building requirements to be met before and during construction.

Arrange for committee to visit actual construction. Interview man whose house is being built in regard to the legal liabilities of the contractor and his legal obligations to the contractor.

Get up a list of materials to be used and find out how to get samples and service.

Set up committee to find out rate of taxation, basis of taxation, and various assessments.

Get copies of contracts from furniture stores and other stores selling goods on contract.

Discuss all legal phases with parents and friends and report actual experiences to class.

Draw up samples of deeds and other legal papers applicable to the home.

Bring in samples of advertising of goods for the home, and discuss merits and faults.

Read advertisements in magazines for home furnishings and investigate the truth of the claims.

Teaching Procedures

The specific activities have been set up as suggestive for the carrying on of the various parts of the general activity. The work may be done in both the Commercial Law and the Salesmanship classes or the activities may be divided for use in the separate classes. Drill on some of the legal terms will be necessary, although the realization of how much there is to legal side of the home is more important. Reports, discussions, and other sides should be used to bring out the aspects that seem most important to the teacher. It may be that some of the committees in this group will be doing the same thing as in some other classes, but in this group the legal aspects are the important items for consideration. It is suggested that committees be used for visits as they are easier to control, leave a better impression behind, and are likely to accomplish much more than if the entire class is engaged in one visit. These activities are merely suggestive. They may be used according to the discretion of the teacher and the needs of the class. Others may be added if desired.

Evaluation

The evaluation of this unit is left to the instructor.

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Burgess. The New Burgess' Commercial Law.

Gano. Commercial Law.

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Other Material

Georgia Code, with supplements.

Park's Annotated Code for Georgia.

The Journal of the N.E.A. Vol. 24, No. 9. p.286,295-6.December, 1935.

Any standard law book of procedures and practices.

Any good bookstore, for legal forms and blanks.

Standard forms procurable at most book or stationery stores.

Government bulletins dealing with the legal aspects of building as sponsored by the various units.

Office of Clerk of Superior Court for prices, legal requirements, and other information about recording formal documents.

Various forms and certain specific information that may be obtained from banks, real estate offices, building and loan organizations, insurance firms and individuals who specialize in this particular field.

THE CONTRIBUTIONS OF SCIENCE TO THE COMFORTS OF THE HOME

Science Committee: Nell Lyle Newman, Vaidee Guerrey, Leonard L. Young, and G. Neal Thomas, Chairman.

Title

The Contributions of Science to the Comforts of the Home.

Type of Unit

Experience unit based on interests and environment.

Aims

1. To give an intelligent understanding of the various types of building material.
2. To know something of the nature of special materials used in the construction of our homes.
3. To give some idea of the many electrical servants that have been invented to save time and to give comfort in the home.
4. To teach some of the safety factors in home life.

Introduction

Is it not true that, no matter what animal form you may study, there is always that phase, home life, which occupies an important part of its life history? From the lower types that burrow in sea sand to the higher types that dig caves or build nests, the activating purposes are the same; protection, rest, and family life.

These same needs prompt the building of our own homes regardless of what their size may be, the materials of which they are constructed, or where they are located. The tents of wandering tribes, the inaccessible homes of the cliff dwellers and the thatched huts of tropical people all attest the influence that racial development and physical surroundings have upon the types of structure which we call home.

Admiral Byrd lived for a time in a home made of packing cases and ice blocks. In considering our own homes we think of them as more permanent structures and so we have opportunity to use those scientific discoveries which have increased the convenience, the enjoyment and the security of home life.

Interests

1. For Aims 1 and 2:
 - A. The types of wood used in construction of homes.
 - B. The relation of forestry to home building
 - C. Building materials taken from the earth.
 - D. Some of the metals used in building.
 - E. The use of paints in protecting and beautifying the home.
 - F. The uses of glass in home building.
 - G. Other materials that add to the comfort of the home.

2. For Aim 3:
 - a. Various methods of lighting homes.
 - b. Types of illumination.
 - c. Methods of heating homes.
 - d. Sewage disposal in city and in country homes.
 - e. The electrical servants in the home.
3. For Aim 4:
 - a. The construction of an electric fuse and why they are placed in a house circuit.
 - b. The principle of spontaneous combustion.
 - c. The cause of the bursting of water pipes in winter.
 - d. The use of fire extinguishers.
 - e. What to do in case of suffocation by gas.
 - f. What precautions to take in the use of fuel gas.

Activities

1. For Aims 1 and 2:
 - a. For Interests A and B:
 1. To list the most important building materials under the classification of hard and soft woods.
 2. Investigate, within practical distances, the trees in your neighborhood with a view towards a possible timber supply.
 3. Individual or committee reports, after a visit to a house under construction, of the kinds of wood used in its parts.
 4. Observe cut timber to determine a general relation between the age of a tree and the amount of wood that may be obtained.
 5. Visit a saw-mill or wood shop or cut smaller samples of wood to determine the effect produced on the grain by the angle of cut.
 6. Obtain samples of flooring and study its qualifications as such.
 7. Report on the methods observed of seasoning boards in a lumber year.
 8. Indicate, by map device, the location of the principal timber sources in the U.S.
 - b. For Interest C:
 1. A comparison of the number of homes in your community whose main construction material is other than wood.
 2. Obtain samples of different kinds of brick and investigate the use of each in the construction of a house.
 3. Study the structure of hollow tile and make a comparison with brick.
 4. Investigate the available clay deposits nearest your school.
 5. Study the process of brick manufacture, visiting a kiln if possible.
 6. Report on the operation of a lime kiln or, using simple material at hand, construct a model to explain its essential principle.
 7. Compare the hardening and adhesive qualities of clay and mortar by using each with bricks or stones.
 8. Report on the manufacture of Portland cement.
 9. Observation as to its general use in homes.
 10. Compare the setting qualities of samples of mortar and of cement under water.

11. Investigate the availability of building stones in your community.
12. Discuss the use of marble and of granite as decorative as well as building material.
13. Report on the operation of a marble or granite quarry.

c. For Interest D:

1. By a visit to a construction job or hardware store or by consulting some one, find out the sizes and types of nails used in building a house.
2. Examine your own home in order to determine the various kinds of metallic parts, such as knobs, hinges, etc.
3. Investigate the use of metals in the home life of ancient civilizations, visiting some museum if possible.
4. Find out something about the iron ore deposits in the U.S.
5. Show by diagram the operation of a blast furnace.
6. Make a list of any other metals you can find in the construction of a house.
7. Compare the effects of weathering on various kinds of metals that you may find exposed.
8. Report as to the number of buildings near your home that have metallic roofs.
9. Make a list of advantages and disadvantages of metal roofs as compared to one of wood shingles, and of other materials used for roofing.

d. For Interest E:

1. Examine a piece of unpainted wood that has been exposed to the weather, comparing it to a new piece.
2. Report on the general condition of building exteriors which are in need of paint.
3. Use some house paint on rough and on dressed samples of lumber and compare the results.
4. Make a list of the ingredients that are used in mixing a paint.
5. Investigate the uses of lead, zinc, iron, and aluminum in the manufacture of paints and protective surfaces.
6. The source of lacquers and varnishes used inside the home.

e. For Interest F:

1. A report on the process for making ordinary glass and plate glass.
2. Make comparisons between samples of common window glass and plate glass as to weight, surface conditions, etc.
3. Discuss the characteristics of bullet-proof and non-shatterable glass.
4. Measure the window space of your room and compare with total wall area.
5. List other cases of the use of glass in your home or school.
6. Report on the extensive use of glass for hot houses and solariums.
7. Find out something of the history of glass making.

f. For Interest G:

1. Examine any available sheet or board material used as insulation in the walls of a house.
2. Find out what waste farm products are used in the construction of a house.

3. Review the principle of construction of the thermos bottle and the fireless cooker.
4. Study samples of felt, asbestos, glass wool and rock wool relative to their insulating values.
5. Compare the average temperature ranges in rooms on the first and second floors of a two story building.
6. Suggest methods that may be used to maintain a more constant temperature in these rooms.
7. Investigate the most modern methods used in the insulation of our homes.
8. Describe in a very general way how some of our homes may be constructed in the future.

2. For Aim 3:

- a. Comparing the relative efficiency of tungsten globe, gas mantle, gas flame, kerosene lamp, and candle.
- b. Setting up experiments dealing with three types of illumination.
- c. Studying the heating system in school and home.
- d. Visits to various buildings in the community to study heating systems.
- e. Constructing a model hot water heating system.
- f. Reporting on sewage system in homes of community.
- g. Study of a septic tank and cesspool.
- h. Demonstrating by models and diagrams the principle of electrical resistance.
- i. Examining an electrical refrigerator and studying its operation.
- j. Construction of a simple electric motor.
- k. Studying the principle of operation of the flame-type refrigerating plant.

3. For Aim 4:

- a. Examine a blown fuse and show how its functioning is a protection to the house.
- b. Point out the danger of inserting a metal coin under a dead fuse in order to restore the flow of electric current.
- c. Carry out simple experiments that show the expanding characteristics of metals and of water during temperature changes.
- d. Examine plumbing and determine whether or not it is properly protected from extreme weather conditions.
- e. Locate the water cut off to your home and be able to explain its use.
- f. Make a model fire extinguisher and demonstrate its actual use.
- g. Study first-aid material and have properly supervised demonstration on artificial respiration.
- h. List on board the things to remember in case of fire in your home or in a public building.
- i. Make a list of the most common causes of fire and how they could be prevented.

Evaluation

1. An appreciation of the arts and skills that are combined in the building of a home.
2. A knowledge of the vast resources of materials that are used in home building.
3. Stimulating an interest in home building that may lead to a vocation in some one of its phases.

4. Experience and demonstrations that show an active interest in the subject.
5. Oral reports and excursions.
6. Diagrams, charts, or written reports that may serve to make clearer the factual knowledge of home building.
7. Pupil observations.
8. Objective tests.
9. Putting into practice, as far as possible, the principles learned in this unit.
10. A better understanding and appreciation of the conditions of home life of others.

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LANGUAGE ARTS IN THE HOME AND THE HOME IN SONG AND STORY

English Committee: Miss Allene Christ, Miss Ernestine Dompsey, J. B. Green, Jr., G. L. Keith, Austin L. Lacey, and Henry O. Read, Chairman.

Title

Language Arts in the Home and the Home in Song and Story.

Type

An Integrated Unit: Subject-matter and Appreciation. Tenth or Eleventh Grade.

Time

About eight weeks, although the scope might be enlarged to include several months.

Explanatory Statement

This unit is, in reality, a part of the larger integrated unit on HOME-BUILDING, and is designed as the contribution of the language arts department of the high school in the cooperative enterprise. It will be noted that the activities and materials are divided into two parts in an effort to indicate the dual contribution which language and literature may make toward a happier individual in a more enriched home. It may be found desirable, in some situations, to employ only one of the two lines of activity suggested; for instance, one teacher may find that the time required may best be spent upon LANGUAGE IN THE HOME to the entire exclusion of any consideration of literature as it may present the home in song and story. On the other hand, there may be a real need for some such motivating device, as is here suggested, for a focused treatment of important literary material. For convenience, the preview of this unit has been divided into two parts: (A) LANGUAGE IN THE HOME, and (B) THE HOME IN SONG AND STORY.

A. LANGUAGE IN THE HOME

Aims for Language

1. To develop a consciousness of the importance of proper language usage in the home. (Habit formation and fixations).
2. To teach correct forms in social correspondence and the value of sincerity and courtesy in the use of these forms.
3. To develop appreciation of the better class of radio programs, papers, magazines, and periodicals in the home, and their use for pleasure, gaining of information, and stimulation of mind.
4. To teach an understanding of what constitutes correct and courteous oral communication in the family, particularly what constitutes "the lost art" of conversation.
5. To improve home relationships through the harmonizing influence of language as it is extended and enriched.

Activities and Procedure

1. Individuals in the class look up and report to class their findings on the character of good conversation and on manners in the home, particularly in speech.
2. Consult Mrs. Post or some regular column of a large newspaper (e.g. THE ATLANTA JOURNAL) on the above mentioned topic and on the subject of social correspondence. References to the latter topic may be clipped for use in a later activity.
3. Study the art of telling a joke well, and of telling brief narratives.
4. Report upon the subjects of conversation of your family at the dinner table. Do not let the family know that they are being observed. Comment upon and evaluate these topics of conversation. Use tact and discretion.
5. Give a rather full account of a conversation which you overheard between two members of the family.
6. Skits - Series of social situations calling for conversation between two or three persons, worked up and presented to class. They may be of two kinds; presenting for laughter self-centered and awkward dialogue, or, for approval, light and easy dialogue.
7. Reports of telephone conversations. Some member of the class might enjoy preparing a monologue for presentation before the class.
8. A short play - A home meal with conversation at table between father, mother, a son, a daughter, a guest.
9. Notice the voices of professional radio announcers as compared with the occasional radio speaker. Notice the voices of movie stars. What are the qualities that make a voice pleasing or unattractive? Have you ever wondered about your own voice?
10. Class discussion on the desirability of good table manners. Note speech.
11. Have discussion to determine attitude of class toward courteous and respectful speech; for example, the use of "sir" and "ma'm".
12. Have class promote at least one discussion in each home represented on some topic of general interest. Report success of such discussion.
13. Have class sponsor a program directed toward placing worthwhile magazines and books in the home.
14. List certain peculiarities of speech common to your family group. Are the effective and correct from the standpoint of good usage? Do you note any incorrect and careless expressions?
15. If possible, have each student form a "Family Speech Club," the student himself being responsible especially for the speech of the younger members. Appeal to the sportsmanship and sense of humor of the family group.
16. Social correspondence:
John (or Mary) is finishing high school and is to have the summer for a frolic time. He writes a series of letters, such as (a) A letter to his favorite uncle inviting him to be present at his graduation. (b) His uncle writes him that he cannot come, but sends John a check for a graduation gift. (c) John writes his uncle a note of thanks. (d) John is invited, soon after graduation to visit a friend in a nearby town. (e) He writes to accept the invitation, etc.
17. A party at school by the class. Write the following:
 - a. Request to principal for permission to use certain room for party.
 - b. Request asking certain people to be chaperons.
 - c. Invitations and answers.
 - d. Notes of thanks to parents and other contributing, to principal, and chaperons.
18. Written composition on AN IDEAL HOME.
19. Talks on our duty toward our Home.

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Other Material

- Newspapers, magazines and periodicals, reference books.
 Textbooks, especially those parts dealing with oral English and social correspondence.
 Note paper and envelopes; correspondence cards with envelopes.

B. THE HOME IN SONG AND STORY

Aims (Appreciation)

1. To develop an appreciation of the modern home in society through a study of the home in literature.
2. To develop a desire for good literature in the home by widening literary interests and improving literary taste.
3. To appreciate the elements of home life common to all ages.
4. To show how literature reflects life.

Activities, Materials, and Teaching Procedures.

1. Lead to discussion of home life through questions on the radio program "One Man's Family." How many listen to the program? Does it sound artificial or real? Would you like to be a member of that family? In what ways are the characters like people you know? Name some books in which the characters seem real. Why do they seem real? Have you ever found your fathers and mothers in literature? Friends? Enemies? Relatives? Let us view some modern homes through the windows of literature.

Read to the class Mrs. Freeman's "The Revolt of Mother." Note the characters of the father and mother. Was this home life worth while in spite of the fact that some of the mother's wishes were disregarded? In what way was this home a success? What things stood in the way of its being a success?

Note the picture of the home as Dickens gives it in "A Christmas Carol." Comment on home situations.

Another approach might be made through a study of the modern home as depicted in magazine stories brought to class for reading and discussion.

Further study might be made by selecting suitable stories from the following collections:

Freck. Short Stories of Various Types.
 Mikels. Short Stories for English Courses.
 Sherman. A Book of Short Stories.
 Knickerbocker. Notable Short Stories of Today.
 Heydrick. Americans All.
 Novels with modern settings might offer suggestions.

Discuss the modern home. What problems does it face?
 Are these problems being met satisfactorily?

2. To get a better understanding of the modern home and its problems, let the class divide itself into groups for a study of home life in periods other than modern. Each group will be responsible for a report of the home life of the period selected. Reports may consist of floor talks, written reports, making of models, drawings, skits, charts, or any other device or method chosen by the group or individual and approved by the teacher. A chronological study is not suggested or intended.

Periods for Study and Suggested Materials

A. Home Life in America

1. The Indian

Simms. The Yemassee.
 Cooper. Leatherstocking Tales.
 Cather. The Professor's House.
 Parkman. The Conspiracy of Pontiac.
 Jackson. Ramona.

2. The Colonial

Boyd. Drums.
 Ford. Janis Meredith.
 Johnstone. To Have and to Hold.
 Irving. Legend of Sleepy Hollow.
 Irving. Rip Van Winkle.
 Longfellow. Courtship of Miles Standish.
 Hawthorne. The Scarlet Letter.
 Churchill. Richard Carvel.

3. The Civil War

Young. So Red the Rose.
 Miller. Lamb in His Bosom.
 Wharton. The Age of Innocence.
 Mark Twain. Tom Sawyer.
 Mark Twain. Huckleberry Finn.
 Mark Twain. Pudd'nhead Wilson.
 Boyd. Marching On.
 The works of Louisa M. Alcott, Thomas Nelson Page,
 Joel Chandler Harris, George W. Cable, Thomas Dixon,
 John Fox, Jr., Harry S. Edwards.

4. Expansion

Wharton. Ethan Frome.
 Cather. O Pioneers.
 Howells. The Rise of Silas Lapham.
 Tarkington. Seventeen.
 Tarkington. The Gentlemen from Indiana.
 Lewis. Babbitt.
 Lewis. Main Street.
 Works of Hamlin Garland

B. Home Life in England

1. Anglo-Saxon

Bulwer-Lytton. Harold.
 Doyle. The Last Galley.
 Cowper, F. Caedwalla.
 Gummere, F.B. Beowulf.

2. The Middle Ages

Scott. Ivanhoe.
 Mark Twain. A Connecticut Yankee in King Arthur's Court.
 Stevenson. The Black Arrow.
 Doyle. The White Company.
 Any of the Arthurian stories

3. The Age of Elizabeth

Mark Twain. The Prince and the Pauper.
 Burrill. Master Skylark.
 Scott. Kenilworth.
 Black. Judith Shakespeare.
 Quiller-Couch. Blue Pavilions.
 Scott. The Monastery.
 Scott. The Abbott.
 Curtis. England of Song and Story.

4. The 18th Century

Addison and Steele. Selections from the Sir Roger de Coverly Papers.
 Burney, Fanny. Evelina
 Goldsmith. Vicar of Wakefield.
 Lord Chesterfield. Letters to His Son.
 Thackeray. Vanity Fair.
 Thackeray. Henry Esmond.
 Irving. Selections from The Sketch Book.
 Goldsmith. The Stoops to Conquer.
 Sheridan. The Rivals.
 Sheridan. The School for Scandal.
 Moore, F. F. The Jessamy Bride.
 Burns. The Cotter's Saturday Night.

5. The Victorian Age

The works of Jan Austen, Charles Dickens, George Eliot.
 Gaskell. Cranford.
 Bronte, Charlotte. Jane Eyre.
 Bronte, Emily. Wuthering Heights.
 Hardy. Under the Greenwood Tree.
 Hardy. The Return of the Native.
 Hardy. Far from the Madding Crowd.

Hardy. The Mayor of Casterbridge.
 Blackmore. Lorna Doone.

(The selections for reading are merely suggestive. No attempt has been made to give exhaustive lists. The teacher will supplement or vary them to fit the needs of the group).

The readings by the groups in different periods will furnish material for many varied activities. The following suggestions may lead to others:

- a. Discuss the place of woman in the home through the ages.
- b. Show the dress of the various periods with dolls, drawings, or pictures. Does the dress of the past ever influence the dress of our own times?
- c. Discuss the home furnishings of the various periods. What influence have they had on modern furniture and furnishings? Who were the great furniture makers and in what period did each live?
- d. Compare the sports and amusements of the various periods.
- e. Compare the modern home with the home of other periods as seen through your readings.
- f. What are the elements common to wholesome and happy home life in all ages?

3. Discuss the influence of the home as shown in biographies. Suggested biographies:

Maurois. Ariel. (Life of Shelley)
 Maurois. Byron.
 Burrington, E. Glorious Apollo. (Byron).
 Drinkwater. Pilgrim of Eternity. (Byron).
 Sandberg. Lincoln.
 Allen. Israfel. (Poe)
 Keller. Story of My Life.
 Washington, Booker T. Up from Slavery.

4. Make a list of interesting poems which depict home life.
5. Make a list of books which you would like to have in your home. Be able to explain your choice.

Note:

At the end of the junior high unit, which immediately follows this unit, will be found a selected bibliography of the most useful materials which are available in Atlanta.

HOME ECONOMICS

The home economics courses offered at Commercial High School and at Girls High School are planned to promote high standards of home living. Thus these courses relate directly to the integrated unit on home building.

In Girls High School two of the home economics courses offered are: (1) The Home and (2) Problems of the Family. Although these two courses are planned for girls, there are several units in each which should be included in an integrated unit on home building for boys and girls. These units are as follows:

Grade 11 or 12. The Home.

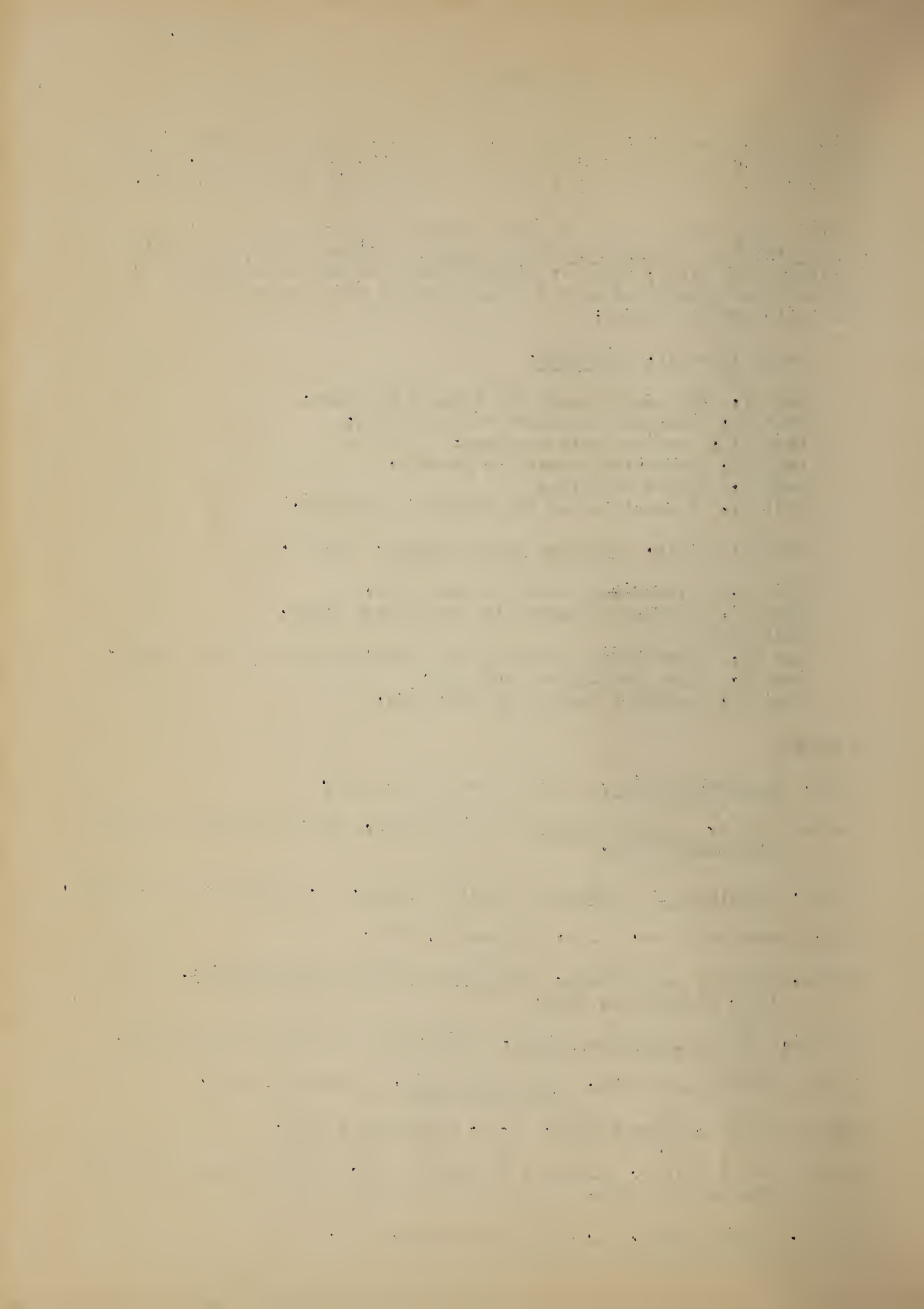
- Unit I. The use of money and time in the home.
- Unit II. Consumer interests of the family.
- Unit III. Owning one's own home.
- Unit IV. Home architecture in America.
- Unit V. House planning.
- Unit XI. Reconditioning the house or apartment.

Grade 11 or 12. Problems of the Family. Part B.

- Unit I. Historical survey of home life.
- Unit II. Status of family life in America today.
- Units III and IV. Outstanding economic and social problems of the family.
- Unit V. Laws related to home life.
- Unit VI. Cultural aspects of home life.

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THE CONTRIBUTIONS OF MUSIC TO HOME LIFE

Committee: Anne G. O'Callaghan, L. G. Nilson, and Ruth Weegand.

Title

Contributions of Music to Home Life.

Type of Unit

An appreciation and experience unit based on interests and environment.

Introduction

The following quotations from recognized musical authorities fittingly express the place of music in the home.

"Music is one of the most universal human needs. The impulse to create and enjoy it exists everywhere and has existed always." Mursell, 1932 Year Book. M.E.N.C.

"Music is a companionable art and only a very small part of music is professional or competitive." Clarke, Music in Everyday Life. p. 11.

"Music is essentially the manly art---I believe that listening to great music is one of the most important, yes, one of the most essential occupations for the average man." Wm. Lyon Phelps, Music Monograph. E. P. Dutton and Company, 1930.

"The germ of music however must be in the home. There, more than in school, do young people get the basis of real culture, and there more than in public is real intimacy with music to be had." Clark, Music in Everyday Life. p. 84.

"In the 18th century no home of a European family of nobility was regarded as complete without its small orchestra, and in an earlier time the signing of Madrigals was as common a home activity as the playing of cards has become in our own day." Zanzig, Music in American Life. p. 395.

At the present time, school orchestras, bands, and glee clubs are flourishing all over the country. Over 67% of the broadcasting in the U. S. is music. Yet, until this music actually enters vitally into home life; until good programs are actively listened to instead of being used as an accompaniment to conversation; and until the singing and playing of students is carried into the home and continued after school days are past, America will not be truly cultured musically.

General Aims

1. To make music function as a vital part of home life.
2. To arouse in the student an intelligent enthusiasm for music both as a listener and a participant.
3. To encourage students to share their musical experiences with others.

Specific Aims

1. To acquaint students with the musical opportunities afforded by the radio, and to develop discrimination in selection of programs.
2. To encourage small ensemble playing and singing in the home and community.
3. To acquaint students with musical opportunities afforded by local concerts, given by outside as well as local artists.
4. To acquaint students with achievements of amateur and professional musicians and musical organizations in their own community and city.
5. To afford opportunities for students to share their music and also, to acquaint the public with their achievements through various public appearances of music groups.

Activities and ProceduresRadio

Aim 1:

1. Visit a broadcasting station.
2. List important weekly musical programs.
3. Become acquainted with great radio personalities, including orchestral conductors, singers, and instrumental soloists; by acquiring photographs, biographical data, and by reporting on announced programs.
4. Study and know the instruments of the orchestra by sight and sound.
5. Use the pupil's present interest in popular jazz orchestras as a basis for a study of the best dance orchestras, that he may understand their limitations.
 - a. List instrumentation of orchestras such as Ben Bernie's and Wayne King's.
 - b. Compare these with that of one symphony orchestra heard over radio.
 - c. Compare programs of the two selected orchestras as to type of music played, and variety in offerings.
 - d. Study elements which constitute great music, and designate which elements are lacking in a jazz orchestra's performance..
6. Report, for purposes of contrast:
 - a. On a program by a radio singer of the popular crooner type, as to:
 - (1) Type and variety of program selections
 - (2) Interpretation
 - (3) Tone quality
 - (4) Note especially good and bad points in singing.
 - b. On a program by an artist of recognized musical standing.
7. Lead student to organize a family audience to listen to a selected program under the guidance of the student. Examples of good programs for this purpose are Metropolitan Opera, Ford Hour, and General Motors Program.
8. Where possible, listen to a Damrosch series of broadcasts.
9. Study history of radio broadcasting.
10. Have individual reports on large national broadcasting stations; their location, and interesting facts about them.
11. Study something about mechanics of broadcasting.
12. Discuss in class regulation of receiving sets for best reception; how to get best tone quality and correct volume.

Aim 2:

1. Organize small vocal and instrumental ensembles in school.
2. Encourage the student to make a survey of available instruments and singers in his home and immediate neighborhood, with a view to organizing similar groups in his community.
3. Promote pleasure in small group singing by suggesting properly selected material, and by assisting in preparing it for performance.

4. Study in class some of the standard hymns and encourage the singing of these in the family group.
5. Promote a program made up of numbers by family groups.
6. Organize student music clubs, which will meet in the homes and provide opportunities for the performance of various small ensemble units as well as solos. The teacher can assist in preparation of program.
7. Encourage cooperation with existing organizations such as Junior Music Clubs.
8. Through the P.T.A. encourage formation of mothers and daddies choruses to further stimulate interest in music in the home.

Aim 3:

1. List concerts offered during each month by music clubs and concert series.
2. Encourage students to attend one or two good concerts during year; planning for groups to go together. Have students attending report on programs heard.
3. Through P.T.A. encourage parents to attend one or two concerts with their boys and girls.
4. Present small concert programs by class members for specific purpose of studying concert etiquette.
5. Arrange school assembly programs featuring local concert artists.

Aim 4:

1. Make a survey of all the choral clubs and orchestras in the city.
2. Organize pupils into community groups and have each group report on the musical organizations in its community.
3. Organize committees of pupils and parents to visit a rehearsal or concert program of some community orchestra or choral group, and report on it.
4. Make a survey to determine number of parents and pupils who are singing in church choirs, choral clubs, or playing in orchestras outside of school.
5. Summarize opportunities offered for participation in music of this kind, and encourage all who are capable to take part in some musical organization.

Aim 5:

1. Give at least one music concert during the year featuring a large group, as well as special units.
2. Plan for special music groups to sing before some representative civic organizations.
3. Prepare a program of sacred numbers for an evening church service.

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SENIOR HIGH SCHOOL

Title: Art in the Home

(Contributions of the art of painting to the aesthetic and spiritual life of the home.)

Type of Unit:

Experience based on centers of interest.

General Aims:

To enrich the spiritual and aesthetic life of the home by an appreciation of painting.

To enjoy the works of art which are a revelation of man's deepest feelings and aspirations.

To become sensitive to the finest art quality.

Specific Aims:

To help students to develop:

1. Greater appreciation of art quality through acquaintance with standards for judging it.
2. Greater appreciation of paintings through contacts with the good art of present and past.
3. Greater appreciation of prints and discrimination in selecting technically good prints or reproductions of paintings.
4. Better understanding of the techniques of the graphic arts and the availability of this original form of art in homes.
5. Better understanding of the creative contribution of the artist as a major factor in all good art.
6. Greater sensitivity to color in painting and prints and greater ability to use these color inspirations.
7. Better judgment in selecting pictures suitable for the home to suit different tastes, interests, and personalities.
8. Better acquaintance with sources and prices of good prints.
9. Better understanding of how pictures should be framed, hung, and related to their surroundings.
10. Greater appreciation of the spiritual values in good pictures and the importance of this influence on the emotional life.

Pupil Interests:

Interest in pictures and desire to know why some pictures are called good.

Interest in selecting and using pictures in one's own home.

Interest in current exhibitions.

Interest in reproductions of paintings in magazines.

Interest in creating original pictures.

Introduction:

We live in a world that is full of pictures--good, bad, and indifferent ones! Most of them may be had, at least in reproductions, for a very moderate price; and because they are so cheap they may easily find a place on the walls of our homes. The question becomes one of selection--how to choose pictures that will give us the greatest and most lasting enjoyment. The fact that there are so many pictures makes the problem bewildering for people who have no standards by which to judge them. Besides there is the problem of relating these pictures which may be good in themselves to the other furnishings and color of the room in order that they may be enjoyed to the fullest extent.

Perhaps you have heard this remark from a person who was very complacent about his ignorance, "Oh, I don't know anything about art, but I know what I like." Whistler's reply to that was, "Yes, and so do cows". There is no such thing as natural-born appreciation of painting. "Eyes to see" the true beauty and value in painting can only be acquired by basing our seeing on an understanding of picture aesthetics and developing a critical appreciation of them. The reward of such study is a new world of enjoyment for our emotions and imaginations.

Suggested Activities and Teaching Procedures:

1. Have a class discussion on pictures that are favorites now and on the pictures that were preferred when they were younger. Show as many prints of these as possible.
2. Have a class discussion on art as a form of expression of the spirit of man and as related to other forms of expression in music, art, and literature. Have class find parallels.
3. Make a collection of examples of creative art and examples of beauty in nature and discuss the distinctions between them.
4. Have a class discussion of the "concept" of the artist in pictures which have a similar theme or subject matter. For example: Motherlove as portrayed by Raphael, Leonardo, Michelangelo, Reynolds, Cassatt, Brush, and sentimental calendar treatments; Childhood, Van Dyck, Reynolds, Cizek prints, Nura; Nature in Landscape in Corot, Rembrandt, El Greco, Homer, and Cezanne.
5. Have class make portfolio for keeping prints and begin a collection around a present interest in works of art. For example: one artist, one period, one medium, one subject such as marine, landscape, portraiture, graphic arts, etc.
6. Make a line analysis of a painting which seems good in art structure to show how it demonstrates rhythm, dominance, balance, and fine relationships in all its spaces.
7. Select and mount prints that show different feelings through the use of line--calm, movement, gaiety, solemnity, gentleness, strength, brutality, etc.
8. Study Japanese prints, Whistler, Rembrandt, and other masters of good dark-light. Make an analysis of one picture to show its arrangement of dark-light.

9. Have committees to classify all the prints and paintings owned by the school according to schools of painting.
10. Show motion picture "How I Make a Picture" by Charles Martin.
11. Invite a local artist to talk about this work.
12. Bring to the school exhibitions of good color reproductions of original works of artists, graphic arts, and "Living American Art".
13. Have committees to choose prints for the school walls.
14. Make an original painting in which there is expression of feeling rather than reproduction of objects.
15. Have the class select pictures suitable for young person's room. Select the proper frames for them. Rent these to the students for a nominal sum for a week or month.
16. Visit a decorator's shop and have a talk on use of pictures in the home from a decorator's point of view.
17. Visit a good picture framer and observe the examples of successful framing which brings out the best qualities of the pictures.
18. Discuss with the class the interesting personalities in painting. Suggest such books to be read as "Van Gogh" by Meier Graefe, "Michelangelo" by Romaine Roland, "Rembrandt" by Van Loon.
19. Visit the art museum and report your impressions of one or more works.
20. Make an analysis of an impressionist painting and make a copy of a small section to show how the color is used.
21. Make a drawing in the manner of Cezanne to study how he and the other post-impressionists tried to make things appear very "solid".
22. Make a report on surrealism. Discuss its expression in other times and in other forms.
23. Discuss pictures suitable for one's home. Make choices for different rooms, types of furnishings, personality of owner or family.
24. Select a picture you like very much for a family living room and plan the room around that picture to give the greatest emphasis to the picture.
25. Have the class assemble a collection of such objects as textiles, pottery, glass, etc. with some pictures and choose combinations of these things that are harmonious.
26. Have a talk and demonstration on how etchings are made; how lithographs, blockprints, etc. are made. Each member of the class collects examples of all graphic arts.
27. Have an exhibition of the Graphic Arts which is sponsored by the American Artists Group Inc. showing original etchings, lithographs by

leading American artists.

Evaluation:

Increased interest and enjoyment of pictures
Response to deeper meaning in pictures.
Removal of inferior pictures from one's walls and the
addition of good pictures.
Interest in art exhibitions.
Interest in reading about art and artists.

Leads to Other Units:

Unit on Home Decoration
Unit on Functional Designing in Objects of Daily Use
Unit on Creative Activities as Leisure Time Activity
Unit on Sculpture--its Use in Home and Gardens
Unit on Home Architecture
Unit on Housing and Civic Planning

Prints May Be Secured From:

Alinari, Florence, Italy
Rudolf Lesch, 225 Fifth Ave., N. Y.
Chicago Art Institute
Metropolitan Museum of Art
J. Green Wald Inc., 681 Lexington Ave., N. Y.
Curtis and Cameron "Copley Prints", Boston, Mass.
Art Extension Society, 415 Madison Ave., N. Y.
Art Appreciation Publishing Co., 109 N. Union St., Akron, Ohio
Raymond and Raymond, 40 East 49th St., N. Y.
Colonial Art Co., 1336 N. West First Ave., Oklahoma City
Brown Robertson Co., 8 East 49th St., N. Y.
The Medici Society of America, 759 Boylston St., Boston, Mass.
The University Prints, 11 Boys St., Newton, Mass.
The Perry Pictures Co., Malden, Mass.
New York Graphic Society Inc., 10 West 33rd St., N. Y.

Exhibits:

Shima Art Co., Inc., 16 West 57th St.
Living American Art
American Artists Group, 106 Seventh Ave., N. Y.
Colonial Art Co., 1336 N. West First St., Oklahoma City
Practical Drawing Company, 2205 So. Lamar, Dallas, Texas
American Federation of Arts, Bair Bldg., Washington, D. C.

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- Cheney: A Primer of Modern Art
Liveright Inc. 1932
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Simon and Shuster 1931
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- Gardner, Helen: Understanding the Arts
Harcourt, Brace and Company 1932
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The Macmillan Company 1932
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Charles Scribner 1927
- Kootz: Modern American Painters
Brewer, and Warren, Inc. 1930
- Parsons, Frank Alvah: Interior Decoration
Doubleday, Doran and Co. 1914
- Pearson: Experiencing Pictures
Brewer, Warren and Putnam 1932
- Rutt: Home Furnishing
John Wiley and Sons, Inc. 1935
- Tomlinson: Pictures for Children
Studio Publishing Company 1935
- Watson: Making Prints
Scholastic Publishers 1936

Magazines:

- American Magazine of Art
The Art Digest
The London Studio

HOME BUILDING

AN INTEGRATED UNIT PREPARED FOR USE IN JUNIOR HIGH SCHOOL

CONTENTS

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HOMEBUILDING

Title

Home Building.

Type of Unit

Experience unit based on pupils' needs. (This classification is not the only type that the unit might be placed under.)

Introduction

Right thinking people never lose their love for their home. It cares for them when they are not able to look out for themselves and offers a place of rest and sympathy when they are tired or in distress. It is in the home that we learn many of the things that are necessary to our welfare. What we are taught in the home is likely to influence our whole lives. We must be very careful not to allow the outside attractions to cause us to lose respect for or interest in this place which means so much to our well being. Today, more than ever before, it becomes necessary to teach the importance of the home, by familiarizing young people with those qualities that go to make the best homes.

(Note) The explanation and diagram of the entire unit follows Aims.

General or Ultimate Aims

(The specific aims will be found before each subject they deal with.

. What we hope to accomplish is found in these aims.)

1. To develop an appreciation of the ideals of home life and worth home membership.
2. To acquaint the individual with the factors forming home life so as to aid in his successful adjustment in the home.
3. To awaken interest in furnishing the home and to call attention to the relation of the household furnishings to the maintenance of an atmosphere of a restful and satisfactory home. To establish standards of good taste and judgment as to relative values and justifiable expenditures.
4. To develop faith in the home.
5. To acquaint the pupil with problems of financing and caring for the home.
6. To encourage thrift and wise investment of money, energy and time.
7. To understand and appreciate the standard home life in Georgia.
8. To understand the development of the modern home and to appreciate how this development has contributed to a fuller and richer life.
9. To encourage the enrichment and beautification of all phases of home life.
10. To encourage the proper construction and planning of the home that the members of the family will be drawn closer to the home and find enjoyment and relaxation there.

This unit will be studies in connection with the actual construction of a minature home. To cover all phases of home life would require too much material for one unit; this is limited to the dwelling and its furnishings, heating, plumbing, and the water supply. Other important features will be mentioned in the leads to new units. Health and citizenship will be brought out in this unit and also in those to follow in order to tie the home more closely to community life.

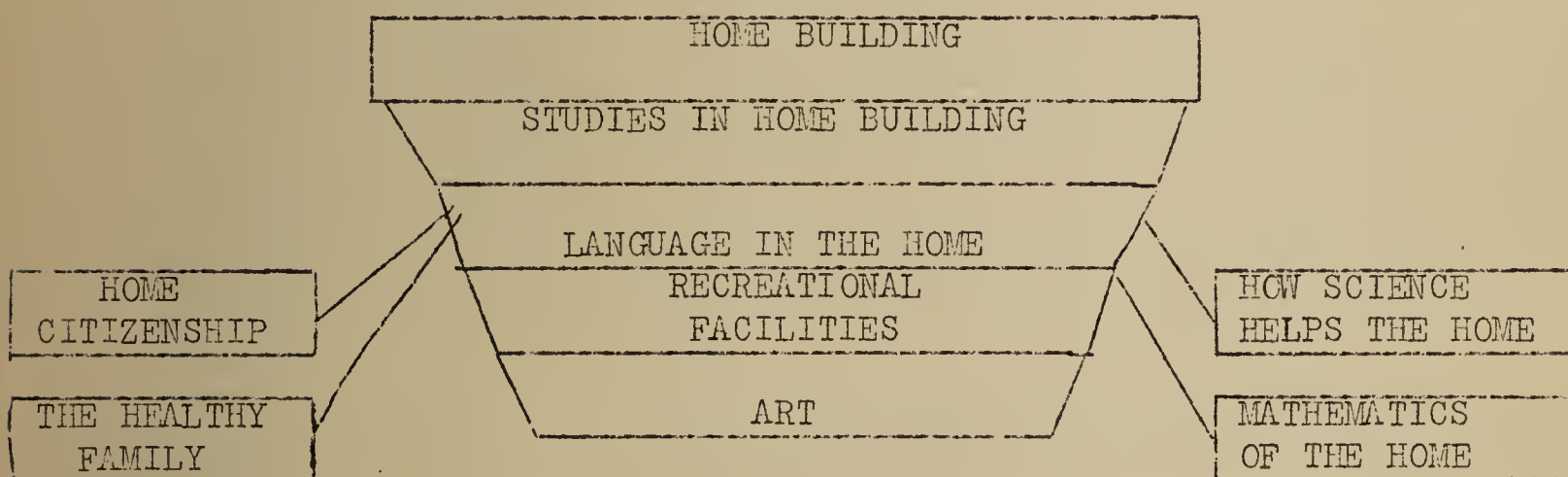
The center of interest will be in the study "Language in the Home" and here will be encouraged oral and written reports of the various phases to be studies. In direct connection with this will come the study of art and the recreational facilities of the home.

Mathematics will be carried out in the class workshop by the actual construction of the home, which shall be in this case a rural home with independent water supply. This home shall be complete in every detail; central heating, electricity, and plumbing.

The topics "Home Citizenship" and "The Healthy Family" will provide study about the attitude, behavior, and welfare of the individual in the home.

The study in "Science" will show how the home should be constructed. This study will also aid the study in health. The conveniences of the home will be planned by the study of Science.

Following this setup will be the introductions, specific aims, interests, activities, and bibliographies of each study of the unit. This, with variation if needs arise, should point out the teaching procedure.



A. LANGUAGE IN THE HOME

Introduction

Language, spoken and written, is mankind's most valuable asset. Language is used more freely and perhaps more frequently in the home than any other place, and yet we find many careless habits of language formed in the home.

Specific Aims

1. To develop the ability of self expression, both oral and written.
2. To develop more correct and interesting conversation in the home.
3. To develop the habit of politeness through the use of proper terms.
4. To understand the use of the word and sentence in the formation of the paragraph, which constitutes a unit of conversation or writing.

Pupil Interests

1. The desire of pupils to tell about the things they know.
2. Interests in conversation, especially those subjects they are most familiar with.
3. Interest in explaining about their possessions.
4. Interest in writing in connection with the home.

Activities

1. Talks about phases of home life that the pupil finds most interesting.
2. Encourage pupils to bring in written reports about the part of their home that they like best.
3. Oral reports on why the students like to stay at home and why they do not.
4. Encourage the clipping of pictures, articles, and facts about the home from the newspaper and allow these to be presented in class.
5. Have the pupils find the words most commonly used in the home and if possible replace them with better words.
6. Encourage pupils, where they feel free to do so, to class the subject and content of some home discussion.
7. Have reports to the conversation at meal time.
8. Encourage the discovery of common mistakes in the home and a possible remedy for them.
9. Have two pupils carry out a telephone conversation.
10. Have a pupil meet another at the door and give an invitation to enter the home. This should also lead to a conversation between the two.
11. Letters may be written to classmates inviting them to spend a week-end in the home.
12. Have pupils give an oral report of the art in their home.
13. Guide the pupils in arranging and presenting a radio program in class, the kind they think would be interesting to listen to in the home.
14. Arrange reports, either oral or written, about the facilities for play that should be in the home.
15. An interesting discussion could be held about fine china, silverware, antiques, types of furniture, colors of rugs, curtains and draperies, and kinds of light fixtures.

Other activities may be set up if needs arise and in case some listed here do not fit the situation they may be omitted. This statement will hold true in the other lists of activities.

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- McKittrick and West. English in Daily Use. pp. 1,21,135. American.
- Tanner. Correct English. Introductory Course. Ginn.
- Tressler. English in Action. Book I. D. C. Heath and Company.
- Our Wonder World, Vol. I., p. 364. Vol IX. p. 265. Geo. L. Shuman, Co.
- The Lincoln Library. pp. 25, 1559. The Frontier Press Company.

B. HOME CITIZENSHIP

Introduction

1. Home not merely four square walls,
Though with pictures hung and gilded,
Home is where affection calls,
Filled with shrines the heart hath builded.

Specific Aims

1. To develop an appreciation of proper behavior in the home.
2. To develop the qualities of obedience and respect.
3. To develop an appreciation of the home and its surroundings.

Pupil Interests

1. Interest in becoming better members of the community by better conduct in the home.
2. Interest in the approval of the other members of the family.
3. The love for home.
4. Respect for family and home.

Activities

1. Reports by pupils on what they consider good citizenship in the home.
2. Asking successful home makers to talk to the class.
3. Visiting well ordered homes and making contacts with members of families that are examples of good citizens in the home.
4. Making charts, maps and graphs.
5. Writing exercises about politeness in the home.
6. Discussions of what Georgia hospitality should be.
7. Encourage pupils to bring reports, either oral or written, on the following subjects,

a. The care of the home.	g. The law of economy.
b. Respect for mother and father.	h. Freedom in the home.
c. The order of the home.	i. Home citizenship and community citizen.
d. Harmony of family members.	j. Let John do it.
e. Manners.	k. Is it hard to be polite?
f. Care of pets.	l. I don't want to.

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- Hughes. Elementary Community Civics. Allyn and Bacon. (pp.4,53,71.)
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C. THE HEALTHY FAMILY

Introduction

Health is the dearest possession of mankind, yet we have a tendency to forget health until our bodies are sick. Depressions may come and go, but the person who has health is envied by the rich.

Specific Aims

1. To abolish, as much as possible, worry and care from the home.
2. To prevent the preventable diseases.
3. To develop strong men and women.
4. To create the love for activity.
5. To encourage regularity of habits.
6. To develop the appreciation of good health.
7. To encourage the construction of proper homes.

Pupil Interests

1. The desire to feel good.
2. The desire to do things when we want to.
3. Interest in good posture.
4. Interest in competition and the ability to complete in physical endeavor.
5. The desire to eliminate the expense of being sick.
6. Interest in eliminating bodily defects.
7. The desire to be comfortable in the home.
8. Pride in having good health.

Activities

1. Discover how the heating system affects the health of the individual.
2. Make a study of the light in the home, both sunlight and artificial, and how it affects the individual's health, especially eyesight.
3. Make charts and write articles showing the routine of home life, with special attention to the regularity of meals and sleeping hours.
4. Make oral reports on the necessity of recreation for good health.
5. Have reports about the various ideas and phases of personal cleanliness, bring out the need for regular bathing, combing hair, brushing teeth, cleaning nails and making sufficient change of clothing, as affecting health. From this, a satisfactory program should be suggested.
6. Bring to the class reports of exercises in the home or about the kind and amount of work done in the home.
7. Have pupils tell how they play certain games in the home.
8. Discuss the importance of every sanitary measure possible in the home, and the possible harm that may come due to failure to observe properly the laws of sanitation.
9. Discuss common ailments and diseases of the home and their possible prevention and cure.

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Jordan, Ziller, and Brown. Home and Family. p. 234. Macmillan
 Greer. Foods and Home Making. p. 465. Allyn and Bacon.

Other Material

Available newspaper and magazine material.
 Pictures, posters and charts.
 Moving picture and radio material.
 State health program pamphlets.
 Pamphlets issued by Metropolitan Life Insurance Company.

In this study of health constant reference should be made to the subject matter list in the study of Science.

D. HOW SCIENCE HELPS THE HOME

Introduction

One of the first things man did was to construct some kind of a shelter or house. From the beginning the endeavor has been to place those things in the home that would add to the comfort of man. Today we find that Science has produced so many things for the home that every individual should find the home a place of enjoyment and security.

Specific Aims

1. To show the need and economy of scientific apparatus in the home.
2. To teach the protective power of scientific aids in the home.
3. The use of time and labor saving devices which should abolish drudgery and give time to family association.
4. To create the desire for the enjoyment and satisfaction that comes from having a home equipped with scientific apparatus in accord with community standards.

Pupil Interests

1. The desire of having the best things possible in the home.
2. The interest in the operation of scientific aids.
3. The desire to have the best appearance possible.
4. The interest in cleanliness and sanitary conditions in the home.
5. The desire to be comfortable.
6. The desire to be free from the so called tiresome duties of the home.

Activities

1. Study the proper water supply, types of water, and the use of water in the home.
2. Drawings to represent the methods of heating and discussions of the effectiveness of each.
3. Study of the possibility of the use of water for fires in rural community homes.
4. The planning of a proper heating system for the comfort, health, convenience and economy in the home.
5. Make studies of the various materials of the home, considering their lasting qualities, appearance, cost and the possibility of securing them.

6. To make a study of the necessary air space of the home and the proper method of securing sufficient ventilation. If advisable or feasible an air condition system could be discussed in connection with the heating system.
7. To scientifically plan the arrangement of the home with special attention to the kitchen and bath.
8. To arrange for the proper sunlight in the home, and also make a study of the necessity of sunlight and the harm it does colors.
9. Plan for the scientific lighting of the home with the view of making it both convenient and proper.
10. To make scientific arrangement for the cleaning of the home.
11. Make a study of soaps, disinfectants, deodorants, mops, etc., that are necessary for the cleanliness of the home and individual.
12. Plan for sanitary sewerage and garbage disposal.
13. Make studies of the different types of fuel and the effectiveness of each.

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- Lincoln Library. p. 857. Frontier Press Company.

E. MATHEMATICS OF THE HOME

Introduction

Dollars do not grow on trees, son! No doubt it is necessary to make this statement to the child only because he has failed to learn the value of things. The homes we live in represent ceaseless hours of labor on the part of some one, thus respect for property becomes one of the finest virtues.

Specific Aims

1. To understand and appreciate the cost of homes.
2. To understand the fundamentals of construction.
3. The ability to calculate space.
4. To understand mathematics that are commonly found in use in the home.

Pupil Interests

1. To desire to be able to provide in accordance with the means of the individual.
2. To understand the purchasing power of money.
3. The desire to know how money can be used to the best advantage.
4. The ability to recognize value.
5. The desire to understand mathematically the home and its furnishings.

Activities

1. To measure the proper amount of space for the house and figure the cost and taxes for the property.
2. Figure the building of the home on a cash plan, government aid and loan association.
3. To plot the ground and place the house in the proper position.
4. Draw foundational plans for the home and figure the amount and cost of materials.
5. Draw plans for the home and make list of the materials and the cost.
6. To work out the cost and time of labor during construction.
7. Draw plans and figure cost of heating, electricity, and plumbing, and figure the cost of their operation.
8. The cost of art works, radios, books, and the like should be figured in comparison with the remainder of the home.
9. Figure the amount and kind of furniture necessary for the home.
10. Make complete bills of the kitchen and bath.
11. Compute the amount of cubic space in each room.
12. To figure the proper amount of carpet space and the cost.
13. Find the capacity of the fuel bin.
14. Find the cost and the amount necessary for the proper fuel for one year.
15. Make a study of the cost of taxes and insurance on the home.

The actual construction of the home should be done by the class, studying "Mathematics of the Home." This is to be carried out as shop work while the pupils are making the various computations pertaining to the home. The activity here should be very flexible, according to the type home to be constructed. Where possible a home in the community should be used as a model. The pupils are to collect and bring in all materials, and in no case should a home be constructed that will not be particularly adaptable to the particular community.

Evaluation

The principal evaluation of this unit will be the finished home which shall be the pupil's idea of a modern home. From "Language in the Home" should come reports, notebooks, and pictures about home. Better attitudes and behavior in the home and school result from the study of "Home Citizenship." Health habits, the desire for better health and the knowledge of how to have better health will result from the studies "The Healthy Family" and "How Science Helps the Home." Each individual should derive a greater appreciation and understanding of the home as a result of "Mathematics of the Home."

Leads to New Units of Study

This unit should lead to further studies that will aid the individual to his proper enjoyment of life. Following are suggestions:

The Family and Its Relation to the Community.
 Foods and Their Sources.
 Water and Its Uses.
 The Clothing of the Family.
 The Family - A Social Order.
 Light and Air.
 The Family Gardens and Lawn.
 The Trees and Flowers around the Home.
 Home Hobbies.
 Family Traditions.
 Singing and Dancing.
 Painting in the Home!

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 Brueckner, Anderson, Banting, Farnam, and Woolsey. Mathematics for Junior High Schools. Book I., pp.9,25,35,68,76,86,115,147,150,151-2,155-6,159-65,165,167-8,173,176,185,288. Book II., pp. 87,123,149,167. Winston Publishing Company.
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Whitman, Roger B. First Aid for the Ailing House. McGraw-Hill, 1934.

Other Material

Lincoln Library. p. 1133. Frontier Press Company.

F. HOME ECONOMICS

The following units in the Atlanta Junior High School course of study in home economics contribute to the integrated unit on home building:

- Low 7 Unit I. Living with the family group.
- High 7 Unit VI. Care of younger brothers and sisters in the home.
- Low 8 Unit V. Using money wisely.
 Unit VI. Accident prevention and first aid in the home.
 Unit VIII. Care of the home.
 Unit IX. Good citizenship in the home and community.
- Low 9 Unit I. Nutrition demonstration with laboratory animals.
 Unit II. Food in relation to nutrition.

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 Smith, Hammond and Company, 1932.
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- Kinyon and Hopkins. Junior Home Problems. Benj. H. Sanborn and Company, 1930.
- Rose. Teaching Nutrition to Boys and Girls. Macmillan, 1932.

JUNIOR HIGH SCHOOL

Title:

Family Relationships

Worthy membership in the home. (Emphasis in seventh grade)

Personal social problems. (Emphasis in eighth grade)

Successful family life. (Emphasis in ninth grade)

Type of Unit:

Experience based on centers of interest.

General Aims:

To develop greater appreciation of the various factors that contribute to a happy home life.

To promote increased desire to cooperate in making home life satisfying.

Specific Aims-To help pupils to develop:

1. Greater appreciation of the value of the home and family to the individual.

2. Better understanding of what it means to be a worthy member of one's home.
3. Better understanding of the contributions that a worthy home member can make to his home.
4. Greater desire to become a worthy home member.
5. Better understanding of ways of solving personal social problems arising on one's daily life.
6. Increased ability to adjust oneself satisfactorily to relationships with others.
7. Better understanding of habits that are essential to an attractive personality.
8. Increased ability and desire to form habits that are socially desirable.
9. Better understanding of the value of forming worthy friendships.
10. Better understanding of developing the home as a social center.
11. Better understanding of the meaning of a satisfying home life.
12. Greater appreciation of the value of successful family life to the members of the group.
13. Keener appreciation of the value of permanency in family life.
14. Greater appreciation of the successful home in its relations to the community.
15. Greater desire to contribute to successful home and community life.

Pupil Interests

Interest in own family and in families of friends.
Interest in home to be established in the future.
Interest in making and holding friends of both sexes.
Interest in developing an attractive personality.
Interest in participation in community activities.

Introduction:

The word home brings to most of us feelings of security, love, and companionship. The many stories and poems that have been written about the home show us the very important part that it plays in promoting personal happiness. We need to study the home because it relates so directly to our daily lives. We shall find from our study that our homes are what we make them and that we are largely what our homes make us.

Suggested Activities and Teaching Procedures:

1. Make a collection of pictures representing some phase of home life. Mount these pictures and arrange an exhibit. Discuss your reasons for choosing these pictures.

2. List the things that the members of your family do for you each day; the things that you do for your family. Have a class discussion of other things that you can do to make your home a happier place in which to live.
3. Keep a record of your activities in the home for one week. Discuss the problems that you met in performing these activities.
4. Make a report on a book or story that shows happy home life.
5. Read to class some poems or quotations about home life. Tell why you like or dislike them.
6. Write a short paper picturing your ideas of a happy family; also a short paper picturing your ideas of a boy or girl who is a worthy member of his home.
7. Find out from reference books or other sources the meaning of the term, habit; some steps in the formation of habits; and some examples of desirable physical, mental and social health habits.
8. Discuss the relationships of one's personal habits to family life.
9. List some of your present good and bad habits; suggest good habits that should replace the undesirable ones.
10. Describe the most attractive person that you know.
11. Name several characteristics that tend to give a boy or girl an outstanding personality. Discuss methods of developing these traits.
12. Make a list of characteristics that you have found in the most popular boy or girl in your school.
13. Arrange a score card of desirable personality traits. Use this as a basis for checking your own traits.
14. Describe a situation in which you have seen the following traits exhibited:

Tolerance	Sense of humor
Appreciation	Trustworthiness
Tact	Unselfishness
15. Have a class discussion of the meaning and value of friendship. Relate stories of friendships that have been valuable.
16. List traits that you desire in friends. Discuss conditions that lead to enduring friendship.
17. Have boys plan a list of traits that they admire in girls. Have girls plan a list of traits that they admire in boys. Exchange lists for consideration.
18. Plan an evening of entertainment for the family group in the home.
19. Suggest activities suitable for entertaining boy and girl friends in the home.

20. Have reports on family life among the following groups of people:
Indians Chinese
Eskimoos English
American colonists French
Compare with American family life.
21. Discuss in class the functions of the home and the relationship of these functions to family life.
22. Read references showing desirable relationships between parents and children and between sisters and brothers.
23. Describe the most successful home that you know. List characteristics that have contributed to the success of this home. Discuss the influence of a satisfying home life on the members of the family group.
24. List some of the causes of the lack of success in some homes. Discuss the effects of a broken home on the members of the family group.
25. Discuss some of the things that the family does for society; that society does for the family.
26. Relate incidents that show the results of failure to abide by the laws of community. Have a class discussion of respect for law.
27. List some community improvement activities in which young people can participate.
28. Make a report on some book of fiction that portrays a phase of home life that interests you.

Means of Evaluating Unit:

Apparent reaction of child to class discussions
Reports from parents
Observation by teacher of attitudes toward members of same
and opposite sex
Evidences of increased interest in home and community activities.

Leads to Other Units:

- Unit on manners and customs
- Unit on entertaining in the home
- Unit on child development
- Unit on wise use of leisure

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Little, Brown, and Company 1936
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American Home Economics Association 1935

G. VOCATIONAL CIVICS

OCCUPATIONS RELATED TO HOUSING AND THE HOME

Acknowledgment: The questions and the Bibliography below are quoted from a study guide issued by the Columbia Broadcasting System, Inc. for the vocational Guidance broadcast of the American School of the Air, January 10, 1936. H. H. Bixler.

Aims

1. To suggest the opportunities for workers in the field of housing.
2. To show a particular that imagination and initiative applied to the needs of man will bring forth new developments at present unknown.

Questions for Discussion

1. Are there any pre-fabricated houses in the vicinity of your school?
2. Pupils who visited the Chicago World's Fair in 1932 and 1933 may describe some of the modern houses displayed there.
3. What materials now replace lath, plaster, and wall-paper?
4. Describe new methods of lighting homes and other buildings.
5. Mention some new skills that must be acquired by carpenters, bricklayers, plasterers and other workers in building trades. Investigate particularly the place coming to be occupied by the tile-setter.

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Note There are so many other occupations related to the home for which there is material available in our textbook that it will be unnecessary to include further suggestions in the Bibliography.

H. GENERAL SCIENCE

Committee: Sam W. Wood

Sources of material for integration with a unit on Home Building.

References to the Atlanta General Science Course of Study. (Tentative)

Unit 1. Our dependency upon environment; site selection.

Unit 3. Objectives 1 & 5. Air - ventilation.

Unit 4. Water supply - plumbing.

Unit 5. Page 2. Influence of weather and climate upon types of construction.

Unit 6. Heating.

Unit 7. Objectives 6 through 10. Lighting - wall color.

Unit 8. Part one; objectives 1 through 5. Electricity in the home.
Part two; objective 3. Economical production of electricity.

Unit 9. Page 2; questions 2 & 3.
Page 3; questions 14 and 17. Telephone, Radio, Acoustics, Sound insulation.

Unit 10. Page 1; topics 2,3, and 5. Construction machinery.

Unit 11. Transportation - gathering of materials.

Unit 12. Page 2. Reforestration - lumber supply.

Unit 17. Micro-organisms - construction for protection.

Unit 19. Food - storage space - provision for preparation.

Note

The unit on The Contribution of Music to Home Life to be found on page 31 of the senior high school units contains suggestions for junior high school music.

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Those Marked C are in the Carnegie Library, Atlanta.

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Other Material (continued)

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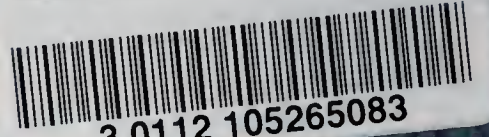
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